**EDLD 5370 Reading and Field-Based Experience Reflection**

**Technology Facilitator Standard 7**

**Technology Facilitator Standard 7: Procedures, Policies, Planning, and Budgeting for Technology Environments**

*Standard 7 addresses the technical tasks associated with providing educators and students with high-quality access to technology.*

**Reflection on Reading and Field-Based Experiences**

**Self-Assessment**

The most important factor in putting reliable technology in the hands of teachers and students is the district technology leader. Through the readings and field-based experiences related to Standard 7, I have learned that without updated and reliable network infrastructure and a knowledgeable technology leader, technology in the classroom will not be effective. “It is critical that technologists establish a stable technological infrastructure to support the effective use of technology in schools” (Williamson and Redish, 2009, p. 147).

My first field-based experience addressed the elements in Performance Indicator *TF-VII.A (Use the school technology facilities and resources to implement classroom instruction).* This activity involved my grade-level teachers deciding to routinely go to the computer lab throughout the school year, incorporating technology into our curriculum as much as we could. The computer lab last year was rarely in working condition. Our district hired a new technology coordinator who fixed a great number of problems in our lab and in classroom computers. We successfully incorporated more technology into our curriculum and taught some very basic computer skills to our Kindergarten students.

**Learn as a Learner**

The next field-based activity that I completed covered the elements in Performance Indicator *TF-VII.B (Follow procedures and guidelines used in planning and purchasing technology resources).* Before making the decision as to what to purchase and how to plan for the future of technology in my district, I became part of committee that was asked to research and develop a new technology plan. We began by completing one of my field-based activities that had us reviewing online trouble tickets and conducting a survey to measure teachers’ satisfaction level with technical support services. “Without adequate infrastructure support, teachers are easily frustrated and prone to abandon technology, dismissing it as unreliable” (Sandholtz & Reilly, 2004, p. 106). We quickly realized that our network was outdated and not as reliable as it needed to be to support the level of technology that teachers were attempting to use in their classrooms. Through this survey, I was able to successfully complete this task and to discover how important the infrastructure is to a district’s technology plan. Working with my colleagues on this project helped me better understand the level of frustration with reliability that existed at that time.

**Lifelong Learning Skills**

As the year was winding down, the teachers found out that we would be getting a laptop to replace the desktop computers that we currently had in our classrooms. This was part of the technology plan that we had created earlier in the year. In an effort to train all of the teachers on the functions and uses of our laptops, we received our new laptops and four weeks later, the district set up professional development for us. I attended the two-day workshop in an effort to become more adept at using my new laptop and to help be a technology leader on my campus. “ Scheduling training after hardware and software implementation stage ensures that users have access to their new equipment or services upon the conclusion of training, and they can begin to apply their new skills immediately” (Broad & Newstrom, 1992, p. 155). This fulfilled the Performance Indicator *TF-VII.C (Participate in professional development opportunities related to management of school facilities, technology resources, and purchases).* As a lifelong learner, I am continually reminded of how quickly technology changes and how I must continue to update and educate myself on the new trends and tools in technology to be a more effective teacher and technology leader on my campus.

References

Broad, M., & Newstrom, J. (1992). *Transfer of training: Action-packed strategies to ensure high payoff from training investments.*  New York: Perseus.

Sandholz, J., & Reilly, B. (2004). Teacher, not technicians: rethinking technical expectations for teachers. *Teachers College Record.*

Williamson, J. & Redish, T. (2009). *ISTE’s technology facilitation and leadership standards: What every K-12 leader should know and be able to do.* Eugene, OR: International Society for Technology in Education.